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ABSTRACT

This document is a summary report of an attitude survey given to ninth grade social studies students taking the course "Decision-Making in Contemporary America" which is described in SO 010 891. Over 1250 pupils participated in the survey. The survey questionnaire was divided into four sections: attitudes toward school, social studies, course content, and teachers and techniques. In attitudes toward school, students were quite positive. The highest rated item concerned students' goals and aims. In contrast, the most negative aspect of attitude toward school was its sameness; students felt most days in school were quite similar. Overall, the attitudes toward social studies were positive. A high percentage of students felt the course had a purpose, was valuable to them, and would be worthwhile in the future. On the negative side, 41% of the students indicated the course had not increased their liking for social studies. In attitudes toward content, units about the local, state, and national government received negative ratings, while the law education units were given very positive responses. The economics unit also received positive responses. Finally, student attitudes toward classroom techniques and teachers were positive. Pupils liked simulation, gaming, films, discussions, and guest speakers. Complete survey results and the survey questionnaire are included.
(Author/JK)

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SUMMARY REPORT

DECISION-MAKING IN CONTEMPORARY AMERICA

BEST COPY AVAILABLE

AN ATTITUDINAL SURVEY OF GRADE 9 SOCIAL STUDIES IN CARROLL COUNTY

SØ 010 897

PREPARED BY:
DONALD P. VETTER
SUPERVISOR OF SOCIAL STUDIES

NOVEMBER 1976

Carroll County Public Schools, Westminster, Md.

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ACKNOWLEDGMENTS

Many people have made substantial contributions to the assessment of the grade nine social studies program, Decision-Making in Contemporary America. Unfortunately, it is not possible to cite each of them individually, and I hereby apologize to those whose names have been omitted.

Special mention must be made of Dr. Gilbert Austin, University of Maryland, for his consultation throughout all phases of the assessment. Scoring and processing of the survey responses were carried out under his direction. His suggestions regarding scoring procedures, the analysis of the data and the compilation of the descriptive narrative are greatly appreciated.

Mr. William Ecker analyzed the data from the print-out sheets and described the responses of 9th grade students to this social studies program. Much of this information is included in the enclosed narrative report.

Ninth grade social studies teachers deserve credit for their help in preparing the questionnaire and also for the expert manner in which they administered the survey. The students who completed the data sheet deserve a vote of thanks for their cooperation in completing the questionnaire in a serious and thoughtful manner.

Special appreciation is extended to Karen Palmer for her help in tabulating the data and for her assistance in preparation of this report.

Donald P. Vetter
Supervisor of Social Studies

FOREWORD

In an attempt to improve the quality of instruction in the broad field of political-economic education, the Office of Social Studies established a curriculum development committee charged with the responsibility of creating a content structure for a ninth grade course in civic education. The recommendations of this group led to the development of Resolving Conflict in American Society, a preliminary curriculum developed during the summer of 1972.

In order to effectively gauge students' attitudes toward this curriculum, an evaluation form was created during the spring of 1974. This form was administered in June of 1974 and 1975 to twenty-five percent of the grade nine pupil population. In order to survey a heterogeneous group representative of all abilities, interests and attitudes, pupils were randomly selected by choosing every fourth student on the ninth grade roster.

Based on pupils' attitudes and the reactions of teachers and parents to this new program, a workshop was conducted in 1975. For a period of thirty hours, five teachers, under the direction of the supervisor of social studies, began the arduous task of revising the ninth grade program. They succeeded in upgrading two units: "Citizenship" and "Personal Decision-Making and Discussion Skills." Because of an increased emphasis on the decision-making process, the theme of the program was changed to Decision-Making in Contemporary America.

Accordingly, the responses of the students in the following report are directed to a blend of these two programs. It is my desire and expectation that the results of the 1976 survey, which includes the responses of 99 percent of the ninth grade pupils in 1975-76, will be used to modify and improve the civic education program available to high school pupils in the Carroll County Public Schools.

EVALUATION: Decision-Making in Contemporary America
CARROLL COUNTY PUBLIC SCHOOLS

GRADE 9

INTRODUCTION

In June 1976 the ninth grade pupils taking the course Decision-Making in Contemporary America were given a questionnaire to evaluate the course. The intent was to gather information to help improve the quality of instruction. Over 1,250 pupils participated in this survey.

The questionnaire consisted of 62 responses, each having a 5 point scale with options ranging from very negative to very positive.

The questionnaire was divided into the following four sections:

I. Attitudes toward school
II. Attitudes toward social studies
III. Attitudes toward content
IV. Attitudes toward teachers and techniques

A copy of the questionnaire and the summary statistics generated from it are attached. (Pages 11-20)

The survey was done in four high schools in Carroll County, and the results have been tabulated for the individual schools as well as for the total group. Only total group statistics are presented in the attached material. If anyone would like to see the individual school responses, please feel free to contact me. I shall gladly share the computer print-outs with you.

INTERPRETATION OF DATA

For purposes of analyzing the data, the five/points of the scale used were assigned values which ranged from -2 to +2 and an average was computed for each question. The graphs which have been prepared for your study range from -.3 to +.9.

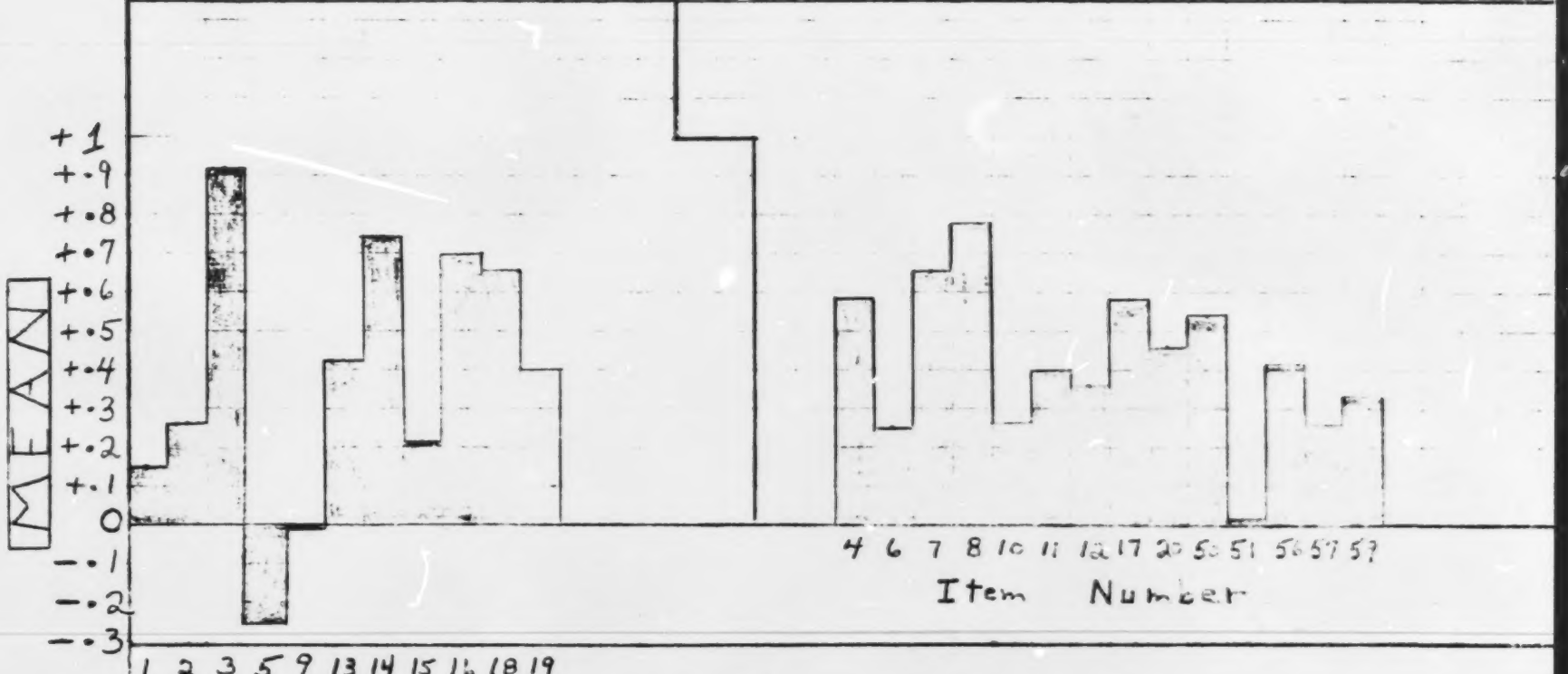
I. Attitudes Toward School

The first graph (page 3) displays students averaged responses. The numbers below the graph refer to the item number on the questionnaire. In general, the students' attitude toward school was quite positive. It is impressive to note that the highest rated item was number three which concerned students' goals and aims. The students in general felt that they had clear goals and aims. In contrast, the most negative aspect of the student attitude toward school was its great sameness. The students felt that most days in school were quite similar.

Using percentages which are not presented here in the graph, the following are a number of general observations that should be of value. Two-thirds of the ninth grade students had positve feelings about school and their relationship to it. About 70% of the pupils said they felt they had clear goals and aims in school, and that they were prepared, unafraid, and felt responsible. About 50% felt they had control over their school life and also freedom to make choices in school. On the more negative side, 35 to 49% found school uninteresting or boring, while over half felt it was pretty much the same every day. It seems reasonable to conclude that in general the students in Carroll County have reasonably positive attitudes toward school. Their greatest concern is for its continuing sameness.

GRAPHS 1 AND 2

ATTITUDES TOWARD



8

9

II. Attitudes Toward Social Studies

In the second graph (page 3) attitudes toward social studies, all of the averaged responses are on the positive side of the line. The most positive response, Item Number 8, concerns classroom achievement. Many of the students believed they had progressed as far as they could in that particular classroom. The lowest rated response was to Item Number 51, which was concerned with the likelihood of this course increasing their liking for social studies. The response to that category was almost totally neutral.

Again using percentages to the individual item responses, which are not presented here, a high percentage of the students (about 60%) felt that this course had had a purpose, was valuable to them now and would be worthwhile in the future. They also indicated that it helped them understand themselves and their values. Seventy-five percent felt they had made progress in classroom achievement. These ninth grade pupils like Decision-Making in Contemporary America better than any social studies unit they had had in previous grades. On the more negative side, 41% of the students indicated that this course had not increased their liking for social studies.

Overall, the attitudes toward ninth-grade social studies were very positive. In comparison with other grade nine courses, over half of the students indicated that social studies was more valuable to them than any other subject.

III. Attitudes Toward Content

On page 7, the third graph, attitudes toward content. it divided into five sections: Introduction, State and Local Government. National Government, Economics, and Law.

A. Introduction

Basically, results were very positive on the four "Introductory" topics with "Careers" having a very high score.

B. State and Local Government

From the repsonses it is apparent that teachers were not required to teach all of these units. It is important to note that the results would indicate that on the units taught, many students felt that the topic was uninteresting or boring.

C. National Government

This section had several areas in which the students felt strongly that the topic presented was uninteresting or dull. Even on the topic "Dissent or Protest", where over half the pupils reacted positively, approximately one-third (1/3) reacted negatively.

D. Economics

Many students did not study all five topics related to this discipline. What was taught had a high proportion of positive responses.

E. Law

All topics under this area "Law" were given very high positive responses. This area was very popular with the pupils.

III. Attitudes Toward Content (continued)

F. Summary of Content

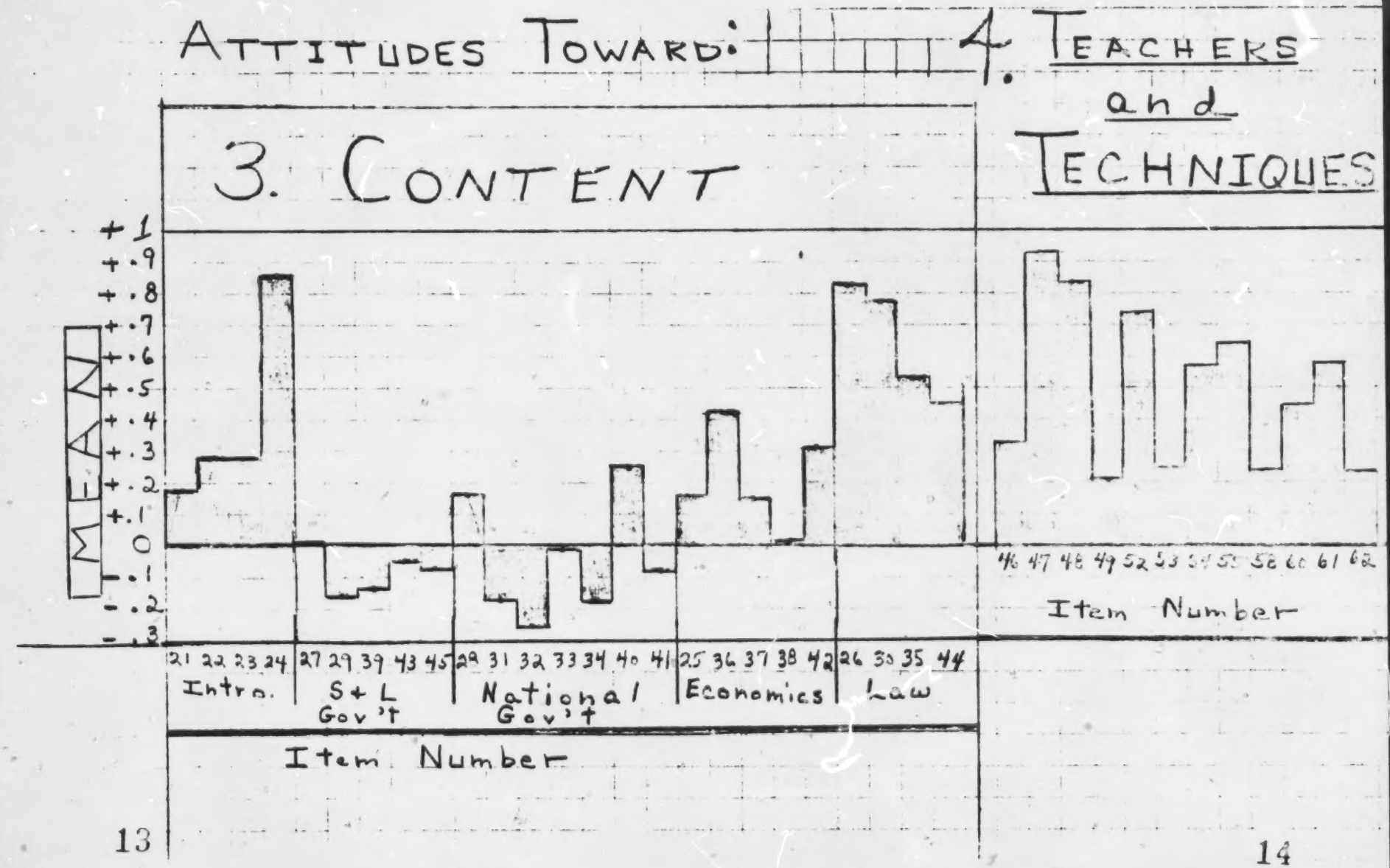
The results indicate that the students have a very positive feeling about the four introductory topics, with information about careers receiving the highest rating.

It is perhaps not surprising that Local and State Government, and National Government, received negative ratings. This is probably a reflection of the present uncertainty in the general public's feeling about government at all levels. It also suggests that government should be an area of increased concern for teachers as they work on curriculum revision. This area warrants very careful review and study by the social studies teachers in each school and in the county in terms of what can be done to change some of these attitudes.

It is apparent by studying the student response pattern to questions related to economics that most did not have an opportunity to study all topics related to this discipline. However, students responded positively to what was taught.

In Law Education, all topics were given very positive responses. This suggests that these topics in general must have been well taught and were viewed as both interesting and relevant by the students.

GRAPHS 3 AND 4



13

14

IV. Attitudes Toward Teachers and Techniques

Also on page 7, the fourth graph presents students' responses to teachers and techniques. The attitudes toward the techniques used in the classroom were very positive. The pupils seemed to like very much simulation, gaming, films, filmstrips, discussions and guest speakers. Approximately one-fourth (1/4) of the pupils did not like the use of many of these techniques, but the vast majority of the other pupils rated them very high.

In a discipline which thrives on controversy a very impressive statistic was that only fourteen percent (14%) of the students believed their teachers did <u>not</u> present information in a fair and objective manner.

The comments on teaching would indicate that about two-thirds (2/3) of the pupils do feel the tests measure accurately what they know and also that the test questions were clear, thought provoking, and carefully selected.

Overall, the responses in this section were very positive.

V. Rank Order of Content

The individual content areas have been ranked for the last three years in Carroll County. The rankings are presented on page 9. The topics of careers and law-related education are ranked in the top spots for all three years. Interest in local, state, and Federal government is ranked near the bottom in all three years.

Law education might be a very good area to start with to rebuild the confidence and modify the negative attitudes that the students hold at the moment about local, state and national government.

TABLE 1

RANK ORDER FOR GRADE 9 SOCIAL STUDIES

	1974 Rank	1975 Rank	1976 Rank
Decision Making	13	7	8
Careers	1	1	1
Consumer Economics	6	11	13
Juvenile Law	3	4	2
Interest Groups	20	16	16
Leadership	7	15	12
Citizenship	12	10	11
Poverty	14	21	
Crime and Justice	2	3	3
Executive Branch	17	18	* 23
Legislative Branch	16	20	24
Judicial Branch	19	12	17
Political Institutions	21	19	* 23
Ideology	18	14	
Stock Market	5	5	6
Supply and Demand	9	8	14
Scarcity and Choice	10	13	15
Taking a Stand	11	9	
Dissent and Protest	8	6	10
Political Parties	15	17	20
Advertising	4	2	7
Discussion Skills			9
The Functions of County Commissioners			22
You and the Law			4
State Government and You			21
County Executive Form of Government			18
Student Rights and Responsibilities			5
State and/or Local Government			19

SUMMARY

The assessment was very thorough. The general results tended to be positive, although there was a fairly consistent 25-30 percent of the students who gave negative responses.

The mode or most frequent response on the majority of the questions was impressive in that it was usually the number of 4 or 5. Using the mode alone would not supply sufficient information about the total results, but it is an indication of the majority response.

Recommendations

1. It was difficult to determine what #3 meant on questions 21-45 (Topics). It would be helpful to indicate by another method if the topic was not taught. As it is now one cannot determine if #3 indicates that the topic was not taught or if the topic was taught and the attitude is neutral. This information should be separated. (See page 3 of Students' Evaluation Form)

2. The attitude towards the units on government (local, state, national) is disturbing and needs further study.

3. Even though the overall results were positive and often impressive, there still remains the 25-30% of the students who indicated negative feelings on many of the items. Perhaps a needs assessment would be useful to determine the reasons. This would be a big job, but a worthwhile one.

4. Possibly an additional question could be asked - "What grade did you receive?" It would be interesting to compare this response with the remainder of the survey if a correlation scheme could be written into the computer program.

DECISION-MAKING IN CONTEMPORARY AMERICA

TABLE 2

STUDENTS' SURVEY RESULTS
JUNE 1976
ATTITUDES TOWARD SCHOOL

Number of Item	TOTAL GROUP			SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4		
	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.
1	.15	4	47	-.03	4	45	.26	4	47	.20	4	43	.29	4	51
2	.27	4	51	.16	4	50	.46	4	54	.25	4	49	.32	4	51
3	.91	4	47	.85	4	49	.92	4	39	.94	4	49	.97	4	48
5	-.25	2	37	-.41	2	41	-.07	4	35	-.25	2	38	-.11	4	34
9	-.02	4	34	-.13	2	35	.28	4	41	-.07	2	34	.02	4	34
13	.42	4	39	.31	4	39	.58	4	36	.45	4	33	.47	4	42
14	.74	4	50	.74	4	52	.79	4	46	.70	4	52	.73	4	47
15	.21	4	38	.19	4	40	.51	4	41	.19	4	39	.10	4	33
16	.71	4	50	.78	4	57	.75	4	49	.60	4	49	.66	4	43
18	.67	4	45	.61	4	47	.87	4	41	.75	4	39	.63	4	46
19	.41	4	38	.35	4	39	.68	4	41	.37	4	39	.38	4	34

DECISION-MAKING IN CONTEMPORARY AMERICA

STUDENTS' SURVEY RESULTS

JUNE 1976

ATTITUDES TOWARD SOCIAL STUDIES

TABLE 2 (continued)

Number of Item	TOTAL GROUP			SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4		
	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.
4	.59	4	43	.44	4	46	.77	4	40	.53	4	34	.72	4	44
6	.25	4	41	.06	4	44	.43	4	38	.25	4	36	.40	4	41
7	.66	4	42	.57	4	44	.86	4	38	.60	4	40	.72	4	43
8	.79	4	49	.79	4	49	.85	4	50	.79	4	49	.75	4	49
10	.27	4	42	.06	4	41	.47	4	41	.31	4	36	.43	4	46
11	.40	4	40	.32	4	43	.61	4	41	.25	4	27	.48	4	44
12	.37	4	42	.27	4	44	.68	4	44	.33	4	38	.39	4	43
17	.59	4	32	.42	4	35	.76	5	37	.57	4	33	.73	5	39
20	.46	4	43	.37	4	44	.71	4	43	.42	4	38	.47	4	45
50	.54	4	43	.38	4	46	.94	4	43	.41	4	39	.68	4	42
51	.05	4	28	-.24	2/4	28	.29	4	29	.08	4	25	.29	4	30
56	.41	4	43	.22	4	42	.73	4	43	.45	4	36	.50	4	47
57	.27	4	35	.03	4	34	.58	4	42	.25	4	30	.46	4	35
59	.33	4	42	.23	4	43	.69	4	41	.31	4	39	.31	4	43

TABLE 2 (continued)

DECISION-MAKING IN CONTEMPORARY AMERICA

STUDENTS' SURVEY RESULTS

JUNE 1976

ATTITUDES TOWARD CONTENT

Number of Item	TOTAL GROUP			SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4		
	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.
I. INTRODUCTORY UNITS															
21	.19	4	49	.02	4	43	.58	4	61	.15	4	49	.24	4	49
22	.30	4	41	.09	4	38	.65	4	47	.57	4	40	.25	4	43
23	.29	4	37	.19	4	35	.80	5	36	.14	4	35	.27	4	41
24	.86	5	40	.93	5	45	1.14	5	50	.02	3	97	1.10	5	50
II. POLITICAL UNITS															
A. STATE AND LOCAL GOVERNMENT															
27	.00	4	29	-.34	2	29	.23	3	34	.12	4	40	.21	3	51
29	-.16	3	49	-.22	3	61	-.12	2	37	.22	2 / 4	34 / 33	-.06	3	73
39	-.13	3	30	-.09	3	39	-.12	2 / 4	31 / 30	.05	3,4,2	27,26,26	-.22	3 / 2	28 / 27
43	-.05	3	82	-.14	3	66	-.01	3	82	.02	3	94	.01	3	95
45	-.07	4 / 3	26 / 26	-.08	3	39	-.08	4	39	.05	4	36	-.11	4 / 3	27 / 26

DECISION-MAKING IN CONTEMPORARY AMERICA

TABLE 2 (continued)

STUDENTS' SURVEY RESULTS

JUNE 1976

Number of Item	TOTAL GROUP			SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4		
	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.
B. NATIONAL GOVERNMENT															
28	.17	3	32	-.14	3	30	.49	4	39	.15	3	78	.42	4	30
31	-.18	4	31	-.17	2 / 4	31 / 32	-.10	4	32	-.13	4	31	-.27	2 / 4	23 / 28
32	-.25	2	32	-.24	2 / 4	32	-.06	2	34	-.23	2 / 4	30 / 29	-.36	2	34
33	-.01	4	28	-.06	2 / 4	22 / 23	.27	4	31	-.10	4	32	.01	4	31
34	-.18	3	34	-.41	2	27	.12	4	34	-.29	2	36	.01	3	74
40	.25	4	34	-.05	3 / 4	24	.27	4	40	.61	4	41	.36	4	40
41	-.08	2,3,4	24	-.30	2	26	.30	4	32	-.01	4	33	-.03	3	44
III. ECONOMICS UNITS															
25	.16	3	51	.21	4	32	.47	4 / 3	36 / 34	-.01	3	95	.05	3	70
36	.42	3	51	.86	5	49	.57	3	37	.01	3	97	.02	3	95
37	.14	3	31	-.05	4	32	.28	3	36	-.02	3	98	.39	4	38
38	.01	3	33	-.22	2	28	.33	3	35	-.02	3	96	.16	4	43
42	.31	3	54	.46	4	28	.83	4	44	.01	3	89	.03	3	94

TABLE 2 (continued)

DECISION-MAKING IN CONTEMPORARY AMERICA

STUDENTS' SURVEY RESULTS

JUNE 1976

Number of Item	TOTAL GROUP			SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4		
	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.
IV. LAW-RELATED UNITS															
26	.82	5	33	.56	4	26	.93	4	39	.74	5	31	1.10	55	47
30	.78	4	36	.44	4	32	.99	5	39	.90	4 / 5	35 / 34	1.02	5	41
35	.53	4	38	.27	4	30	.97	4	44	.82	4	42	.50	4	43
44	.45	4	36	.32	4	30	.80	4	40	.84	4 / 5	38 / 36	.57	4	40

DECISION-MAKING IN CONTEMPORARY AMERICA

TABLE 2 (continued)

STUDENTS' SURVEY RESULTS
JUNE 1976
ATTITUDES TOWARD TEACHER AND TECHNIQUES

Number of Item	TOTAL GROUP			SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4		
	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.	Mean	# of Mode	% of Most Freq. Resp.
46	.32	4	45	.29	4	47	.75	4	54	.20	4	34	.23	4	43
47	.92	4	46	.78	4	52	1.09	4	46	.85	4	40	1.05	4	43
48	.83	5	38	.52	4	37	.78	4	41	.99	5	43	1.16	5	53
49	.20	4	41	.08	4	43	.53	4	50	.18	4	35	.23	4	39
52	.73	4	41	.54	4	38	.99	4	44	.46	4	45	.99	4	42
53	.24	4	32	.10	3	37	.63	4	44	.21	3	42	.26	4	37
54	.58	4	38	.27	4	37	.86	4	42	.55	4	33	.85	4	39
55	.63	4	39	.50	4	42	.91	4	37	.68	4	39	.64	4	36
58	.23	4	43	.22	4	45	.48	4	44	.17	4	35	.14	4	44
60	.44	4	45	.23	4	43	.74	4	51	.43	4	39	.57	4	47
61	.58	4	31	.65	4	35	.57	3	39	.15	3	65	.73	4	39
62	.22	3	61	.13	3	69	.34	3	51	-.05	3	87	.45	3	45

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND 21157

STUDENTS' EVALUATION FORM

In an attempt to improve the quality of instruction in our courses, we are seeking information from you about your experiences in Social Studies this year. Please respond in an honest and sincere manner to each of the points requested. Your feelings and observations will serve as a most important source of improvement to our program. Take your time, read carefully and be thoughtful.

Decision-Making In Contemporary America _____
Course or Grade School

Check one

_____ Male _____ Female

A. For each of the following statements, circle the number that would most nearly be true for you. Note that the numbers always extend from one extreme feeling to its opposite kind of feeling. Because "Neutral" implies no judgement either way, you should use this rating as little as possible.

1. In school, I am usually:

1	2	3	4	5
completely bored		neutral		very interested

2. School to me seems:

1	2	3	4	5
never enjoyable		neutral		always enjoyable

3. In school I have:

1	2	3	4	5
no goals or aims at all		neutral		very clear goals and aims

4. My social studies class this year is:

1	2	3	4	5
meaningless, without purpose		neutral		very purposeful

5. Every day in school is:

1	2	3	4	5
exactly the same		neutral		constantly new and different

6. If I could choose, I would:

1	2	3	4	5
never take a course such as this		neutral		definitely sign-up for a course such as this

7. In my opinion this course has:

1	2	3	4	5
no goals or aims at all		neutral		very clear goals and aims

8. In classroom achievement, I have:

1	2	3	4	5
made no progress		neutral		progressed as far as I can

9. Facing my daily tasks in school is:

1	2	3	4	5
painful and boring		neutral		pleasant and satisfactory

10. This social studies course is:

1	2	3	4	5
extremely boring		neutral		very interesting

11. In comparison with my other courses this year, social studies class is:

1	2	3	4	5
of no value at all		neutral		very valuable

12. In thinking of social studies class, I:

1	2	3	4	5
usually fail to see a purpose for being there		neutral		always see a reason for being there

13. As I think of school in relation to my life, this course:

1	2	3	4	5
completely confuses me		neutral		fits meaningfully with my life

14. In school, I am:

1	2	3	4	5
not very responsible		neutral		very responsible

15. Concerning my freedom to make my own choices in school, I believe that I am:

1	2	3	4	5
not free to make any choice		neutral		absolutely free to make all choices

16. With regard to all school work, I am:

1	2	3	4	5
unprepared and frightened		neutral		prepared and unafraid

17. In comparison with my social studies course last year, this course is:

1	2	3	4	5
completely worthless		neutral		very worthwhile

18. I am able to use my schooling to help find a meaningful purpose in life:

1	2	3	4	5
never		neutral		always

19. My life in school is:

1	2	3	4	5
out of my hands and controlled by others		neutral		in my hands and I am in control of it

20. I have discovered through this course:

1	2	3	4	5
no purpose in school		nuetral		definite purpose in school

B. Questions 21-45 ask you to rate the following topics in terms of how interesting they are to study. Choose one of the following responses for each topic. You may use the same response as often as you wish.

5. The topic is very interesting.
4. The topic is generally interesting.
3. The topic was not taught/or My reaction is neutral
2. The topic is generally uninteresting.
1. The topic is dull.

_____ 21. Citizenship: Introductory Unit

_____ 22. Personal Decision-Making

_____ 23. Discussion Skills

_____ 24. Careers

_____ 25. Consumer Economics

_____ 26. Juvenile Law

_____ 27. Interest Groups and You

_____ 28. Leadership

_____ 29. The Functions of County Commissioners

_____ 30. Crime and Justice

_____ 31. Executive Branch (Presidency)

_____ 32. Legislative Branch (House and Senate)

_____ 33. Judicial Branch (Courts)

_____ 34. Political Institutions

_____ 35. You and the Law

_____ 36. Stock Market

_____ 37. Supply and Demand

_____ 38. Scarcity and Choice

_____ 39. State Government and You

_____ 40. Dissent and Protest

_____ 41. Political Parties

_____ 42. Advertising

_____ 43. County Executive Form of Government

_____ 44. Student Rights and Responsibilities

_____ 45. State and/or Local Government

C. For questions 46 through 62, choose one of the following responses. You may choose the same response as often as you wish.

5. I strongly agree with the statement.
4. I agree.
3. I am unable to answer/or My reaction is neutral.
2. I disagree.
1. I strongly disagree.

_____ 46. The learning activities packages presented information in an interesting manner which helped me to learn.

_____ 47. My teacher has presented the information in a fair and objective manner.

_____ 48. The simulation games and role-playing activities increased my interest in the course.

_____ 49. I think the tests accurately measured what I learned.

_____ 50. This course is well-planned and organized.

_____ 51. This course increased my liking for social studies.

_____ 52. The films and filmstrips made it easier and more enjoyable for me to learn.

_____ 53. The learning stations presented information in an interesting manner which helped me to learn.

_____ 54. The teacher led many interesting discussions in this course.

_____ 55. Small group and committee work helps me to learn because I can express my opinion and am not afraid I might make a mistake.

_____ 56. The topics and problems studied in this class are interesting and should be of value to me in the future.

_____ 57. This course was better than I thought it would be.

_____ 58. Questions on the tests were clear, thought-provoking and carefully selected.

_____ 59. This course helped me to better understand myself and the values I hold.

_____ 60. Questions asked during class discussions were challenging and demanded sound thinking.

_____ 61. The use of guest speakers increased my interest in the course.

_____ 62. Field trips related to this course increased my interest in this program of study.